**Assignment Checklist for RDG 567**

 **Informal Reading Assessment Write Up (30 points)**

Two page write up (See class example) on the assessments you conducted on an outside student. Should cover a brief write up in the following areas.

* Text reading (QRI or DIBELS)
* Word, Phonics, and/or Phonemic Awareness Tests (CORE, DOMINIE, or DIBELS)
* Writing (DOMINIE, CORE)

 **Test Samples (20 points)**

Please place the testing samples behind the two-page summary.

Have analysis and scoring on the tests. See K example on wiki

 **Assessment Reaction Reviews (20 points)**

Reactions and impressions of tests given (see in class form). Include four tests you have used across the components (fluency, vocab, comprehensions, phonics, phonemic awareness and writing)

 **If-Then Chart (30 points)**

See sample on wiki.

Choose the five areas to address (e.g. Comprehension, Phonics, Phonemic Awareness, Vocabulary, Fluency). In each category have one to three targeted areas to address. For example in Comprehension you could address- retelling, determining importance, and summary etc. In a targeted area (retelling) offer a researched based recommendation.

See samples of assignments

<http://rdg5678.wikispaces.com/567+Assignment+Samples>

**Assignment Checklist for RDG 568**

* **Assessment Reaction Reviews (20 points)**

Reactions and impressions of tests given (see in class form). Include four tests you have used across the components (fluency, vocab, comprehensions, phonics, phonemic awareness and writing)

* **Clinical Report and Accuracy of Testing Materials (60 points)**
* **Reflection: Two pages on learning targets: (20 points)**

**ASSIGNMENT RUBRIC FOR ASSESSMENT: DIAGNOSTIC PORTFOLIO**

**Southern Connecticut State University**

**Graduate Reading Program**

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| **RDG 568**: **Diagnostic Portfolio**  **Assessment of internship, practicum, or other clinical experience** | | | | |
| **Element** | **IRA Standard** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| 1. Use, interpret, and recommend a wide range of assessment tools and practices | 3.1 |  |  |  |
| 2. Determine if student is integrating components of fluent reading | 1.4 |  |  |  |
| 3.Use in-depth assessment information to plan individual instruction for struggling reader | 3.3 |  |  |  |
| 4. Communicate assessment information to parents for both accountability and instructional purposes | 3.4 |  |  |  |
| Communicate assessment information to classroom teacher in order to:   * 5. Suggest additional assessments to further refine the students’ literacy needs * 6. Assist the classroom teacher in using your assessment data to plan instruction for this student * 7. Assist the classroom teacher in selecting materials matched to the student’s reading level, interest, and cultural/linguistic background | 3.2 |  |  |  |
| 3.3 |  |  |  |
| 4.1 |  |  |  |
| 8. Writing quality—use of English language conventions including spelling |  |  |  |  |

**Scoring guide:**

1. Score x 3 = \_\_\_\_\_\_\_\_\_\_ 5. Score x 1 = \_\_\_\_\_\_\_\_\_

2. Score x 3 = \_\_\_\_\_\_\_\_\_\_ 6. Score x 1 = \_\_\_\_\_\_\_\_\_

3. Score x 2 = \_\_\_\_\_\_\_\_\_\_ 7. Score x 1 = \_\_\_\_\_\_\_\_\_

4. Score x 2= \_\_\_\_\_\_\_\_\_\_ 8. Score x 1= \_\_\_\_\_\_\_\_\_

**Total score = \_\_\_\_\_\_\_\_\_\_ Assignment grade = \_\_\_\_\_\_\_\_\_**

\_\_\_\_\_Target 42-41=A

\_\_\_\_\_Acceptable 40-38=A- 37-35=B+ 33-30=B 29-27=B-

\_\_\_\_\_Unacceptable 26-24=C+ 23-21=C Below 21 = F